



McCray Junior High School
Coolidge Unified District
450 N. Arizona Blvd., Coolidge, AZ 85228

ARIZONA
School Report Card
2001-02

Principal: Mr. John Kashner
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: jkashner@cusd.k12.az.us

Grades: 7, 8
2001 Enrollment: 485
Phone: (520) 723-2202
Fax: (520) 723-2203

▼ School Overview ▼

Mission

It is our mission to provide a safe, nurturing environment which ensures that all students attain maximum achievement academically, socially, culturally, physically, ethically and emotionally. Students will acquire a solid academic foundation essential for achieving individual success and making contributions to continually improve society.

Organization and Philosophy

- w Block Schedule - Math & Lang Arts All Yr
- w Departmentalized Classrooms
- w Mastery Learning - Data Driven
- w 30 Minute Club Period Each Day

Instructional Programs

- w 8 Step Instructional Focus
- w Computer Instruction
- w Alternative Education Program
- w Leveled Reading Program
- w Data Driven for Program Adjustments
- w Daily Tutoring Program
- w Gifted Program
- w Separate Language Arts and Reading Prog.

School/Academic Goals

- w Implement currently adopted curriculum and show growth of 10% or more each year as measured by criterion-referenced measures. Show adequate yearly progress on Stanford 9.
- w Enhance academic success using instructional strategies for increasing learning through mastery learning, learning styles and cooperative learning.
- w Maintain a safe climate for learning, free of violence, utilizing assertive discipline and group counseling.
- w Improve course offerings that will challenge students to seek out new knowledge. Emphasize math and language arts skills.

Enrollment

October 1, 2000 School Year Student Enrollment:	497
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	20

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 2 Non-certified Employee(s)
 6 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w School Safety Issues
 w Student Discipline
 w Extracurricular Activities
 w Parent/Educator Relations
 w Curriculum Development
 w New Course Offerings

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	29.00
Other Professional Staff	9.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	5	0	0	0
7 to 9 years	2	2	0	0
10 or more years	5	1	0	0

▽ Shared Responsibilities ▽

School

Provide a safe school environment where students are provided with the opportunities to reach their academic goals using up-to-date teaching methods and the latest in technology. Hold students accountable for their academic achievement, daily attendance and behavior, and keep parents informed on a regular basis through mailings, phone contact and conferences, along with quarterly report cards.

Parents

See that students are ready to learn and attend school daily; provide support at home for academic excellence through a positive setting to facilitate study habits, rest and nutrition conducive to academic success; provide any information concerning situations outside of school that may detract from academic growth; support school policies and procedures designed to ensure student success.

▽ Transportation Policy ▽

It is the policy of the CUSD #21 to make every attempt to ensure the safety and welfare of student riders in all matters related to transportation to and from school. The district adheres to the policy of transporting K-8 students beyond a one-mile radius and 9-12 students beyond a one and one-half mile radius. School boundaries include the city of Coolidge and outlying areas such as LaPalma, Twilight Trails, Sacaton, Blackwater, SanTan and Queen Creek. Students are required to follow the rules.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/9/01
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/12/01	12/21/01	3/15/02	5/23/02
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Additional Calendar/Report Card Information

The junior high is on a block schedule with a full semester-class equivalent to an entire year because of longer class periods. Math and language arts are both year-long classes for extra enrichment.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Two Computer Labs

W Channel One to All Classrooms

Extracurricular Activities

W National Junior Honor Society

W All Traditional Sports for All Students

W Science Afterschool Program

W Student Council

W Fine Arts - Band - 2 Types

W Tutoring Program

School/Community Resources

W Lunch Program

W Breakfast Program

W Afterschool Program

W Prenatal/Parenting Assistance

W Family Resource Center

W Counseling Services

W Clothing/Food Banks

W Day Care

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W At the first nine-week grading period, 42% of student body was on the Honor Roll: 7th graders - 35%; 8th graders - 49%.</p> | <p>W At the first nine-week grading period, our average daily attendance was 94%.</p> |
| <p>W Discipline referrals are down over the previous year by 20%.</p> | <p>W Established a unique schedule within science and social studies where students rotate through three science and three social studies teachers; each teaching a specific area within the curriculum.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.0 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	13.9 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	5.3 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	90.2 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	9.8 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona Transition Outcome Grant	2001
Behavior Intervention Grant	2001
Arizona Transition to Community Grant	2001
Arizona Intervention to Transition Grant	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 8		Number Tested	MS	FFB	A	M	E
Reading	School	193	472	54%	18%	23%	3%
	State	56652	505	23%	20%	40%	17%
Writing	School	178	464	40%	38%	20%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	200	434	62%	32%	4%	1%
	State	56871	454	43%	40%	12%	6%

Legend

MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB - Percent of students who Fell Far Below the standard
A - Percent of students who Approached the standard
M - Percent of students who Met the standard
E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∇ Academic Achievement Indicators ∇

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
7	Reading	100	25	52	86	23	52	80	34	53	83	28	52	71	28	53
	Language	100	18	49	88	21	52	80	29	54	85	26	54	71	25	55
	Mathematics	100	27	50	88	30	53	81	37	55	84	34	56	73	37	58
8	Reading	100	36	54	85	31	54	86	33	54	78	34	53	80	36	55
	Language	100	23	45	88	21	46	87	24	49	78	32	49	79	24	50
	Mathematics	100	30	50	89	33	52	87	32	54	77	41	56	79	44	58

▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	55	61
Grades 7-8	75	75
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	*Less than 10 students matched	**No information available
		***Not applicable

▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Established picture ID requirement for all staff and students, along with a student pass program, using sign-in and -out pass and tardy books. Have a new alternative to suspension program, using an off-site facility.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$1,926	\$922,149
Classroom Supplies	\$68	\$32,753
Administration	\$466	\$222,918
Support Services-Students	\$484	\$231,982
Other Support Services and Operations	\$1,233	\$590,347
Total Expenditures- All Categories 1999-2000	\$4,177	\$2,000,149

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$127,100.25 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	John H. Kashner	(520) 723-2202	
Transportation Policy	Nellie Palacios	(520) 723-2072	
Community Resources	Bonnie Palmer	(520) 723-2088	
School Nutrition Programs	Anna Villarreal	(520) 723-2083	
Parent Organization	NDS		
Student Health/Nurse	Brenda Moeller	(520) 723-2212	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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